I. Course Description: This is course is an advanced version of SPSY 5301 “Study of the basic processes of learning that determine student learning and cognition with emphasis on applications to the instruction or treatment of students with disabilities.”

This course will extend students' knowledge of problem identification, assessment, decision making, and intervention design, analysis, and evaluation through the utilization of applied behavior analysis methodologies. Emphasis will be placed on issues associated with consultation. In addition, this course serves as an introduction to applied behavior analysis and school-based behavioral intervention.

SPSY 6301 "Learning and Cognitive Development" (3 credits) typically meets once each week (Monday) in 150-minute segments for 15 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united
by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. **The Principle of Integrity:**

Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

**General/EEO:**

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology.

The program in School Psychology at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.

**Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:**
1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

3. **Domain 3: Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

4. **Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. **Domain 5: School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

6. **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and
supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

7. Domain 7: Family, School, and Community Collaboration. School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

8. Domain 8: Equitable Practices for Diverse Student Populations. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

9. Domain 9: Research and Evidence-Based Practice. School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

10. Domain 10: Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

While all domains of NASP are included to some degree within the course, domains 1, 3, 4, 8, and 9, are the primarily represented in this course.

Intended Learning Outcomes/Goals/Objectives: BCBA-Level Content Area Requirements:

This course addresses content in the following areas required for BACB 5th edition Task List examination applications:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Assessment</td>
<td>39</td>
</tr>
<tr>
<td>BACB Compliance Code and Disciplinary Systems</td>
<td>6</td>
</tr>
</tbody>
</table>
Program Learning Outcomes (PLO): Program Specific

1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

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Student Learning Outcomes (SLO): Course Specific

1. Demonstrate knowledge of the history of functional analysis and its relationship to other forms of functional behavior assessment. (Critical Thinking) [PLO-1, 3, 4, 8, 9; NASP-1, 3, 4, 8, 9]
2. Understand the benefits and limitations of different approaches to functional behavior assessment. (Critical Thinking) [PLO-3, 4, 8; NASP-3, 4, 8]
3. Describe best practices in functional analysis and adaptations for different situations, including challenges posed by different functions of problem behavior. (Critical Thinking, Communication) [PLO-1, 8, 9; NASP-1, 8, 9]
4. Identify the primary function of behavior, given a vignette. (Critical Thinking, Communication) [PLO-1, 8, 9; NASP-1, 8, 9]
5. Develop an appropriate behavior intervention plan. (Critical Thinking, Teamwork, Communication, Social Responsibility) [PLO-1, 8, 9; NASP-1, 8, 9]

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

1. Syllabus Agreement Form (Pass/ Fail): As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. Professionalism (Pass/Fail): Students will be evaluated based on their ability to exhibit professionalism twice this semester. Students will be evaluated each semester on Professional Dispositions by each faculty member. Students who receive low evaluations on professional and ethical behavior on the
dispositions assessment will be placed on a Plan of Improvement. Students will be required to meet objectives designed by their faculty members in order to maintain their status in the School Psychology Program. Failure to meet objectives in the Plan of Improvement may result in termination from the program, practicum, or internship placement.

3. **Article Analysis Presentation (25 points/10%)**: Each student will read and present an assigned research article. The student will post a 10-minute presentation in D2L in the Discussion section. A one page handout of notes (see appendix) on the article and the PowerPoint presentation must also be uploaded with the presentation video. The video may include any activities/role plays that are relevant to the article.

4. **FBA Analysis (50 points/20%)**: Each student will be assigned two vignettes of mock FBA data. The student will create a summary of the target behavior and its hypothesized function. The summary should be 1-2 paragraphs in length and follow APA formatting guidelines. The assignment must be uploaded to D2L. See attachment for more information.

5. **BIP Project (75 points/30%)**: Each student will create a behavior intervention plan based on their FBA. The assignment must be uploaded to the D2L

6. **Exams (50 points each/20% each)**: There will be two exams in this course. Exams will cover all material assigned and discussed in class. Students will be provided an opportunity to review all graded content by appointment (end of course exam). If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding review of the exam grade. The appeal shall state support for the student’s choice, citing passages from the required texts that clearly and logically support the student’s choice. The instructor will provide feedback via e-mail.

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student’s choice, citing passages from the required texts that clearly and logically support the student’s choice. The instructor will provide feedback via e-mail.

All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

IV. Evaluation and Assessments (Grading):

**Grading Policy**

1. Syllabus Agreement Form Pass/Fail
2. Professionalism Pass/Fail
3. Article Analysis 25 points
4. FBA Analysis 2 x 25 points
5. BIP Project 75 points
6. Exams 2 x 50 points

250 points

Grades

A = 90-100% 225-250 points
B = 80-89% 200-224 points
C = 70-79% 175-199 points
D = 60-69% 150-174 points
F = 59 or below 0-149 points

Attendance: If a student fails to attend more than 2 class periods without prior approval from the instructor that student’s grade will reflect one full letter grade reduction.

Posting Grades
Grades will be posted on D2L. Student performance cannot be reported or discussed on the phone or through email.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Demonstrate knowledge of the history of functional analysis and its relationship to other forms of functional behavior assessment. | Class discussion and activities | -Article Analysis  
-Exams | [PLO-1, 3, 4, 8, 9; NASP-1, 3, 4, 8, 9] |
| Describe best practices in functional analysis and adaptations for different situations, including challenges posed by different functions of problem behavior. | Class discussion and activities | -Article Analysis  
-FBA Analysis  
-Exams | [PLO-3, 4, 8; NASP-3, 4, 8] |
| Identify the primary function of behavior, given a vignette. | Class discussion and activities | -FBA Analysis  
-Exams | [PLO-1, 8, 9; NASP-1, 8, 9] |
| Develop an appropriate behavior intervention plan. | Class discussion and activities | -Article Analysis  
-BIP Project  
-Exams | [PLO-1, 8, 9; NASP-1, 8, 9] |

Core Curriculum Objectives

| Critical Thinking (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information) | Article Analysis  
-FBA Analysis  
-BIP Project  
-Exams |
|---------------------------------------------------------------|---------------------------------------------------------------|
| Communication (effective development, interpretation and expression of ideas through written, oral, and visual communication) | Article Analysis  
-FBA Analysis  
-BIP Project  
-Exams |
| Empirical and Quantitative Skills (manipulation and analysis of numerical data or observable facts resulting in informed conclusions) | FBA Analysis  
-BIP Project  
-Exams |
| Teamwork (ability to consider different points of view and to work effectively with others to support a shared purpose or goal) | Article Analysis |
| Personal Responsibility (ability to connect choices, actions, and consequences to ethical decision-making) | Professionalism  
Assigned texts |
| Social Responsibility (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) | Article Analysis  
-FBA Analysis  
-BIP Project  
-Exams  
-Professionalism  
-Assigned texts |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Exam/Assignment</th>
</tr>
</thead>
</table>
| 1    | 8/24 | Course Introduction/Syllabus  
Introduction to FBA  
Professional Standards & Ethical Introduction | Syllabus  
Steege et al. Ch. 1  
Steege et al. Ch. 2  
O’Neill et al. Ch. 1 | Syllabus Agreement Form  
Presentation schedule  
Meet via Zoom |
| 2    | 8/31 | Conceptual Foundations of FBA  
Functional Assessment & Analysis  
A brief history of functional analysis  
Identifying the variables maintaining | Steege et al. Ch. 3  
O’Neill et al. Ch. 2  
Dixon et al. (2012)  
Durand et al. (1988) | Article Presentation 1  
Article Presentation 2 |
| 3    | 9/7  | Behavior Analysis of Medical Conditions,  
Linking the Function of the Behavior  
Reliability analysis of the motivation  
Reliability and validity of the FAST | Steege et al. Ch. 4  
O’Neill et al. Ch. 3  
Zarcone et al. (1991)  
Iwata et al. (2013) | Article Presentation 3  
Article Presentation 4 |
| 4    | 9/14 | Executive Skills  
Building Behavior Support Plans  
A method to integrate descriptive Antecedent versus consequent events | Steege et al. Ch. 5  
O’Neill et al. Ch. 4  
Bijou et al. (1968)  
Camp et al. (2009) | Article Presentation 5  
Article Presentation 6 |
| 5    | 9/21 | The Behavior-Analytic Problem-Solving  
Writing Behavior Support Plans  
Manipulation of self-destruction  
Self-injurious behavior | Steege et al. Ch. 6  
O’Neill et al. Ch. 5  
Lovass et al. (1969)  
Schaefer (1970) | Article Presentation 7  
Article Presentation 8 |
| 6    | 9/28 | Indirect FBA  
Escape as a factor in the aggressive  
Toward a functional analysis of self-injury | Steege et al. Ch. 7  
Carr et al. (1980)  
Iwata et al. (1994) | Article Presentation 9  
Article Presentation 10 |
| 7    | 10/5 | Descriptive FBA  
Reducing behavior problems through Functional behavior assessment | Steege et al. Ch. 8  
Carr et al. (1985)  
Hanley et al. (2003) | Article Presentation 11  
Article Presentation 12  
Meet via Zoom |
| 8    | 10/12| EXAM 1 | EXAM 1  
Professionalism | |
| 9    | 10/19| Experimental FBA  
A brief functional analysis of aggressive  
Functional analysis in public schools | Steege et al. Ch. 9  
Northup et al. (1991)  
Mueller et al. (2011) | Article Presentation 13  
Article Presentation 14 |
| 10   | 10/26| Preference Assessment & Experimental Function-Based Interventions  
Noncontingent peer attention as Functional analysis and treatment of | Steege et al. Ch. 10  
Steege et al. Ch. 11  
Jones et al. (2000)  
Kodak et al. (2004) | FBA1 DUE  
Article Presentation 15  
Article Presentation 16 |
| 11   | 11/2 | Treatment Analysis  
FBA Report Templates & Examples  
Using teacher greetings to increase Brief functional analysis and treatment of | Steege et al. Ch. 12  
Steege et al. Ch. 13  
Allday et al. (2011)  
Wilder et al. (2001) | FBA2(PhD) DUE  
Article presentation 17  
Article presentation 18 |
| 12   | 11/9 | Applied Learning Experiences  
Treatment of vocal tics | Steege Ch. 14  
Woods et al. (2003) | Article presentation 19 |
| 13   | 11/16| It's the Final Chapter  
The Cycle of Socialization  
Terrorizing School Children  
An Immediate End to the Criminalization | Steege Ch. 15  
Adams et al. Ch. 5  
Adams et al. Ch. 117  
Adams et al. Ch. 125 | BIP DUE |
| 14   | 11/23| HOLIDAY | HOLIDAY  
HOLIDAY | |
| 15   | 11/30| Who Will be Involved in the Behavior  
How Do You Generate Within-Building Improving District Capacity | Crone et al. Ch. 6  
Crone et al. Ch. 7  
Crone et al. Ch. 8 | Meet via Zoom |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Text:

Required Articles:

*All papers/projects are to be submitted in APA format through Desire2Learn.*


**Recommended Text:**


*Additional reading assignments may be assigned during class.*

**Required Accounts:**

- **FEM Statement**

  In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

- **LiveText/Watermark Statement**

  This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

  If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Faculty and/or supervisors shall also attend to students’ professional behaviors in the end of semester feedback, which may influence the final grade at the discretion of the instructor/supervisor. Review attachment to determine the behaviors associated with professionalism, which provides an overview of expectations faculty have of all students.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential
as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:
The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information assigned and presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions. Thesis and dissertation students can expect a two week response rate.

**Research Points**

Every student may earn 4 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 R-Point (2 hours of participation will get you 4 R points). Students must sign up for R-Points through the Department of Human Services SONA Systems Software [https://sfasuhumanservices.sona-systems.com/Default.aspx?ReturnUrl=%2f](https://sfasuhumanservices.sona-systems.com/Default.aspx?ReturnUrl=%2f). Any student with an objection to participating in psychological research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week of the semester before finals).
Article Summary Form

Reference (APA):

Purpose/Research Questions:

What evidence is used to support research question/idea?:

Method:
  Subject(s):

  Setting(s):

  Dependent Variable(s):

  Independent Variable(s):

  Data Collection:

  Design:

Results:

How could we apply the findings in this article to our work?:

What was something you found interesting?:

What limitations did the authors describe? Possible solutions?:

What additional reservations do you have about the article (i.e., additional limitations)?
The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

**Section 1: Elements of an Effective Case Study**

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>□ Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).</td>
<td>□ Demographic information does not include sufficient information.</td>
</tr>
<tr>
<td>1.2</td>
<td>□ Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.</td>
<td>□ Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.</td>
</tr>
<tr>
<td>1.3</td>
<td>□ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.</td>
<td>□ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.</td>
</tr>
<tr>
<td>1.4</td>
<td>□ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).</td>
<td>□ The steps of the problem-solving process are not followed.</td>
</tr>
<tr>
<td>1.5</td>
<td>□ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).</td>
<td>□ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.</td>
</tr>
<tr>
<td>1.6</td>
<td>□ Personal identifying information of the case study subject is redacted from the report.</td>
<td>□ Personal identifying information is not sufficiently redacted from the report.</td>
</tr>
</tbody>
</table>

**RATING**

- □ EFFECTIVE
- □ NEEDS DEVELOPMENT

Comments:
## Section 2: Problem Identification

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>2.1</td>
<td>Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].</td>
<td>Data are not gathered from multiple sources. The following are missing: Record Review, Interview, Observation, Testing.</td>
</tr>
<tr>
<td>2.2</td>
<td>The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).</td>
<td>The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).</td>
</tr>
<tr>
<td>2.3</td>
<td>Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND The difference between actual and expected levels of performance is explicitly stated.</td>
<td>Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated.</td>
</tr>
<tr>
<td>2.4</td>
<td>Baseline data are graphed AND Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND Use an appropriate comparison standard.</td>
<td>Baseline data are not graphed AND/OR Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR Do not use an appropriate comparison standard.</td>
</tr>
</tbody>
</table>

**RATING**

|   | **EFFECTIVE** | **NEEDS DEVELOPMENT** |

**Comments:**
### Section 3: Problem Analysis

<table>
<thead>
<tr>
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<th>Effective</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong></td>
<td>☐ The problem behavior is stated as a skill or performance deficit</td>
<td>☐ The problem behavior is not stated as a skill or performance deficit.</td>
</tr>
<tr>
<td><strong>3.2</strong></td>
<td>☐ Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND ☐ All hypotheses are testable.</td>
<td>☐ Multiple hypotheses are not developed AND/OR ☐ Hypotheses are untestable.</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>☐ Hypotheses are stated in observable/measurable terms.</td>
<td>☐ Hypotheses are NOT stated in observable/measurable terms.</td>
</tr>
<tr>
<td><strong>3.4</strong></td>
<td>☐ Proposed hypotheses are empirically tested AND ☐ Appropriate sources of data are used to confirm or reject each hypothesis.</td>
<td>☐ Hypotheses are not tested AND/OR ☐ Appropriate sources of data are not used to confirm or reject each hypothesis.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>☐ A conclusive statement that formally describes the cause of the problem is included AND ☐ Leads to a logical intervention.</td>
<td>☐ A conclusive statement formally describing the cause of the problem is not included AND/OR ☐ Does not lead to a logical intervention.</td>
</tr>
</tbody>
</table>

**RATING**

| ☐ EFFECTIVE | ☐ NEEDS DEVELOPMENT |

Comments:
**Section 4: Intervention**

<table>
<thead>
<tr>
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<th>Effective</th>
<th>Needs Development</th>
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</thead>
</table>
| **4.1** | □ A single evidence-based intervention is implemented  
AND □ Is linked to preceding sections.  | □ Multiple interventions are implemented simultaneously.  
AND/OR □ The intervention is not evidence-based.  
AND/OR □ The intervention is not linked to preceding sections of the report. |
| **4.2** | □ Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.  | □ Acceptability of the intervention by one or more stakeholders is not verified. |
| **4.3** | □ The intervention is replicable:  
□ Intervention components [i.e., independent and dependent variable(s)] are clearly described  
AND □ Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)  | □ The intervention is not replicable:  
□ Intervention components [i.e., independent and dependent variable(s)] are not clearly described  
AND/OR □ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.) |
| **4.4** | □ A skill or performance goal is stated.  
AND □ Described using the same metric as the dependent variables  
AND □ Is linked to baseline data  
AND □ Achievable based on research or other data.  | □ A skill or performance goal is NOT stated.  
AND/OR □ Is not described using the same metric as the dependent variables  
AND/OR □ Is not linked to baseline data  
AND/OR □ Is not achievable based on research or other data. |
### Section 4: Intervention (Continued)

<table>
<thead>
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<th>Effective</th>
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<tbody>
<tr>
<td><strong>4.5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Progress monitoring data are presented.</td>
<td>☐ Progress monitoring data are not presented.</td>
</tr>
<tr>
<td><strong>4.6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment integrity/fidelity data are:</td>
<td>Treatment integrity/fidelity data are not:</td>
<td></td>
</tr>
<tr>
<td>☐ Reported AND ☐ Used in the interpretation of intervention efficacy.</td>
<td>☐ Reported AND/OR ☐ Are not used in the interpretation of intervention efficacy.</td>
<td></td>
</tr>
</tbody>
</table>

| RATING | EFFECTIVE | NEEDS DEVELOPMENT |

Comments:
### Section 5: Evaluation (Summative)

<table>
<thead>
<tr>
<th>5.1</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
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<tbody>
<tr>
<td></td>
<td>A single graph is depicted for the target behavior and includes the following elements:</td>
<td>A single target behavior is presented on multiple graphs AND/OR Relevant graphs are not included. AND/OR The following components are not included in the graph:</td>
</tr>
<tr>
<td></td>
<td>- Baseline data AND - Goal/Target indicator or aimline AND - Treatment/progress monitoring data with a trend line.</td>
<td>- Baseline data - Goal/Target indicator or aimline - Treatment/progress monitoring data with a trend line.</td>
</tr>
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<tr>
<th>5.2</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Adequate intervention data are collected to meaningfully interpret the results of the intervention.:</td>
<td>Insufficient intervention data are collected to meaningfully interpret the results of the intervention.</td>
</tr>
<tr>
<td></td>
<td>- At least 7 data points collected over AND - A minimum of 6 weeks)</td>
<td>- Less than 7 data points AND/OR - Less than 6 weeks</td>
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<tr>
<th>5.3</th>
<th><strong>Effective</strong></th>
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<tbody>
<tr>
<td></td>
<td>Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND - The intervention was effective.</td>
<td>Visual or statistical analyses were not used OR - The intervention was ineffective.</td>
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<tr>
<th>5.4</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategies for generalizing outcomes to other settings are included.</td>
<td>Strategies for generalizing outcomes to other settings are not included.</td>
</tr>
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</table>

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<tr>
<th>5.5</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
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<tbody>
<tr>
<td></td>
<td>Strategies for follow-up are included.</td>
<td>Strategies for follow-up are not included.</td>
</tr>
</tbody>
</table>

### RATING
- **EFFECTIVE**
- **NEEDS DEVELOPMENT**

**Comments:**
Professional Dispositions

Name: _____________________________  Rater: _________________________________

Please rate your student on the questionnaire provided. Use the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the candidate’s suitability for this field of work should be evaluated.

2 = Below Standard. Performance is below average. A student whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most students will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of students in this range meets normal expectations.

4 = Above Standard. Performance and judgment of students in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other students.

N = Not Observed. This rating should be used when the activity in question is not part of class or placement expectations or the rater has not had the opportunity to observe or rate the student on the item.

Acceptable performance on these professional work characteristics is an important component of our students’ evaluation. Please review each item carefully.

1. Respect for Human Diversity
   a. Student is sensitive to racial issues. 1 2 3 4 5 N
   b. Student is sensitive to cultural issues. 1 2 3 4 5 N
   c. Student is sensitive to the needs of all learners. 1 2 3 4 5 N
   d. Student is sensitive to people of all sexual orientations. 1 2 3 4 5 N
   e. Student professionally encourages inclusion in school settings. 1 2 3 4 5 N
   f. Student is aware of the challenges that diversity issues may pose in the schools 1 2 3 4 5 N

2. Effective Communication Skills
   a. Student’s written work is free of spelling errors. 1 2 3 4 5 N
   b. Student’s written work is free of grammatical errors. 1 2 3 4 5 N
   c. Student’s spoken language is free of grammatical errors. 1 2 3 4 5 N
   d. Student can clearly express ideas in writing. 1 2 3 4 5 N
   e. Student can clearly express ideas verbally. 1 2 3 4 5 N
   f. Student can explain complex ideas in simple language. 1 2 3 4 5 N
   g. Student expresses him/herself using professional language. 1 2 3 4 5 N

3. Effective Interpersonal Relations
   a. Student demonstrates understanding of others’ points of view. 1 2 3 4 5 N
   b. Student is empathetic of others. 1 2 3 4 5 N
   c. Student is supportive of others. 1 2 3 4 5 N
   d. Student resolves conflict situations in a professional manner. 1 2 3 4 5 N
   e. Student approaches others for assistance when needed. 1 2 3 4 5 N

4. Ethical Responsibility
   a. Student demonstrated knowledge of ethical guidelines of the profession. 1 2 3 4 5 N
   b. Student can apply ethical guidelines to situations within practice. 1 2 3 4 5 N
   c. Student does not exceed areas of competence in professional practice. 1 2 3 4 5 N
5. Self-Awareness, Self-Evaluation, and Self-Reflection
a. Student adapted to the academic demands of the program.  
   1 2 3 4 5 N
b. Student is aware of the potential impact of personal values and beliefs on clients, peers, and faculty.  
   1 2 3 4 5 N
c. Student independently identifies problem situations.  
   1 2 3 4 5 N
d. Student engages in problem solving to address problem situations.  
   1 2 3 4 5 N
e. Student has adapted to the emotional demands of the program.  
   1 2 3 4 5 N

6. Initiative and Dependability
a. Student is organized.  
   1 2 3 4 5 N
b. Student meets important deadlines.  
   1 2 3 4 5 N
c. Student anticipates the needs of students/clients.  
   1 2 3 4 5 N

7. Openness to Processes of Training and Instruction
a. Student welcomes performance feedback.  
   1 2 3 4 5 N
b. Student receives feedback in a thoughtful and reflective manner.  
   1 2 3 4 5 N
c. Student actively seeks to resolve issues raised by trainers.  
   1 2 3 4 5 N

The questions below should be completed only if applicable.

8. Resolution of Issues or Problems that Interfere with Professional Development
a. Student responded professionally to negative feedback or reprimand.  
   1 2 3 4 5 N
b. Student successfully completed a remediation plan.  
   1 2 3 4 5 N
c. Student sought out assistance in dealing with a critical professional issue.  
   1 2 3 4 5 N
d. Student entered and completed therapy to resolve issues or problems.  
   1 2 3 4 5 N

Do you have any comments about this student that you would like to add?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for SPSY 6301, Fall 2020. My class meets on __________ (days) at _________ (time) in room _________.

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus.
I agree to be prepared for and attend class each day.

________________________________________
Printed Name

________________________________________
Signed

____________________
Date

Adapted from http://www.ms.uky.edu/~houghw/MA111-F13/SyllabusAgreement.pdf